

The Board of Education of Ogden City School District met in a work session at 5:03 p.m. on Thursday, October 6, 2016, in the board room, located in the Administration Building at the District Education Service Center, 1950 Monroe Boulevard, Ogden, Utah.

The following members of the board were present when the meeting convened:

Jennifer Zundel	Vice President
Douglas B. Barker	Member
Don E. Belnap	Member
Susan Richards	Member
Joyce Wilson	Member

Superintendent Sandy Coroles and Business Administrator Zane K. Woolstenhulme were also present. Board President Jeff N. Heiner was excused. It was announced that board member Shane B. Story would arrive later in the meeting.

Welcome by Vice President Zundel.

Ogden Weber Applied Technology College (OWATC) Partnership. Tim Peters, executive director of Career Technical Education (CTE) led the discussion concerning the partnership with Ogden School District and the OWATC. Using the High School College to Career through Pathways the OWATC and the school district are able to address the growing needs of technical skills, such as:

- Business, Marketing, and Instructional Technology
 - Programming/Software Development
 - Marketing
 - Hospitality and Tourism
 - Digital Media

- Family and Consumer Sciences
 - Food Services and Culinary Arts
 - Early Childhood Education
 - Family and Human Services

- Skilled and Tech Sciences
 - Welding
 - Automotive Service Technician
 - Automotive Collision Repair
 - Cosmetology
 - Machine Tooling

- Tech and Engineering
 - Architectural Design
 - Engineering
 - Mechanical Design
 - Electronics

- Health Sciences
 - Nursing
 - Pharmacy Technician
 - Dental Assisting
 - Rehabilitation and Exercise
 - Medical Assisting
 - Medical Office Administration

Classes are offered at both Ben Lomond and Ogden High Schools as well as the OWATC campus. Mr. Peters noted that the state is asking for students to take three classes in one pathway area. In order to get that third class, many students are going to the OWATC because we are not able to offer the courses needed. He stated that in the 2015-2016 school year, we had 749 students earn credits at the OWATC. Membership hours have steadily increased in the past few years, from 61,250 hours in 2014 to 89,397 hours in 2016. It was further noted that Roger Snow, district administrator for STEM education, is developing the Northern Utah Aerospace Pathways (NUAP) for students. This pathway will begin soon and will be taught at both high schools.

Board member Shane B. Story arrived at 5:16 p.m.

Included in the discussion was information concerning outreach to students:

- Field trips for all 6th graders;
- Field trips for 8th graders;
- 8th grade program exploration;

Summer camps and scholarships; and
High school summer school math support: Math 860, 930, and 1010.

Opportunities for the future:

Utilize OWTC campus classroom/lab space for OSD instruction;
Provide more opportunities for on-line and competency based instruction in core academics; and
Expand student interactions with industry partners beyond student internships through on campus project based learning.

It was pointed out that the district needs to more actively market our programs to the parents of 7th and 8th grade students by holding Parent Nights so that they know the offerings well in advance of registering for 9th grade coursework and beyond. Also noted was the confusion at Ben Lomond about their Project Lead the Way classes. Mr. Peters will clarify with Ben Lomond on their offerings and will work on closing the communication gap between counselors, teachers, and parents.

FOCUS/School Improvement Plan Review. Sarah Roberts, executive director of Federal Programs introduced the principals of Bonneville Elementary, Hillcrest Elementary, and Mound Fort Junior High, who shared the progress made at these FOCUS schools.

Janice Bukey – Bonneville Elementary, shared information on one of six target areas: #4 Proactive Communication about Learning with Families and Students. She stated that since the beginning of school, teachers have begun building school/home relationships by making 108 home visits; using student planners and a common homework template; and 19 out of 25 teachers are using a parent/home communication program called Class Dogo consistently to provide positive reinforcement concerning the students between the teachers and the parent(s). In setting the home visits, parents can choose to meet at their homes, at a park, church parking lot, Burger King, etc. The meeting has to be off the school campus.

Jenny Decorso – Hillcrest Elementary, shared information on improvement in school culture, particularly the building improvements made this past summer. New carpet and paint throughout the school have really helped to brighten classrooms and hallways. Other improvements for school culture include the training of all teachers and staff in the CHAMPS methods of behavior management for classrooms and common areas of the school. Minor incidents have reduced from 69 in September 2015, to 31 in 2016. Office referrals decreased from seven in 2015, to three in September 2016. Small group differentiated instruction is up and running in every classroom as of October 3. Now they can tell their parents of the small group instruction the students are receiving on a daily basis. Art, violin, and STEM activities are also offered after school.

Her focus plan includes a two year plan to set professional development on differentiated reading in small groups, building math vocabulary, and unpack and backmap science standards for grades 4-5. The Science Fair will be held this year for the first time in many years.

Bryan Becherini – Mound Fort Junior High School, shared that when he took over Mound Fort on February 22, 2016, he first sought understanding on what it would take to get the school off of FOCUS status. He noted that Mound Fort is a different school this year over past years. He has implemented a new tardy policy to change the school culture, doubled the Honors offerings, and is holding conversations with students on how crucial academics are for their future. Disrespect by students is happening less and less, tardies have decreased from 300 a day to an average of 30 a day. Students are now wanting to be in school and in class. He has also implemented flex time as part of Tier II interventions, and the 9th grade Initiative (9GI) will begin with the 2020 cohort (current 9th graders), with 20 to 25 of the most at risk students being selected to participate in activities based on academics, attendance, and behavior. Science and history are also a big part of his push, even though it is not part of the Focus School plan.

Utah Consolidated Application (UCA) 2016-2017. Mrs. Roberts shared information on the Utah Consolidated Application for 2016-2017. She noted the following:

The **Utah Consolidated Application (UCA)** consists of program specific applications and budget planning for multiple funds administered through the Utah State Board of Education (USBE). This document is meant to summarize the purpose and use of these funds to address the needs of our students. This document is meant only to supplement the formal needs assessment, application, and planning tool.

- **Enhancement for Accelerated Students** : Accelerated students means children and youth whose superior academic performance or potential for accomplishment requires a differentiated and challenging instructional model which includes the following:

- Advanced placement courses: rigorous courses developed by College Board.
 - Supports all AP courses
 - Supports all Honors courses
 - Supports Junior High Spanish Dual Immersion Honors course
- Gifted and talented programs: programs to assist individual students to develop their high potential and enhance their academic growth and identify students with outstanding abilities who are capable of high performance.
 - Supports ALA at Taylor Canyon, but funds may support Gifted and Talented students at other school sites
- International Baccalaureate (IB) Program; a program established by the International Baccalaureate Organization. The Diploma Program is a rigorous pre-university course of study. Students who perform well on the IB exam may be granted credit and/or advanced standing at participating colleges or universities.

Yearly data required for these funds is as follows: [Accelerated Student Data 2015-2016](#)

- Number of identified students disaggregated by subgroups
 - Graduation rates for identified students
 - Number of AP classes taken, completed, and exams passed with a score of 3 or above by identified students
 - Number of IB classes taken, completed, and exams passed with a score of 4 or above by identified students
 - Number of Concurrent Enrollment classes taken and credit earned by identified students
 - ACT or SAT data (number of students participating, at or above the college readiness standards)
 - Gains in proficiency in language arts
 - Gains in proficiency in mathematics
- **Early Reading Intervention:** An LEA shall use these funds to offer an early intervention program, delivered through an enhanced kindergarten program that (a) is an academic program focused on building age-appropriate literacy and numeracy skills; (b) uses an evidence-based early intervention model; (c) is targeted to at-risk students; and (d) is delivered through additional hours or other means. These funds are used to pay salary and benefits to provide full-day kindergarten to our ten most impacted schools.
- **Reading Achievement:** Funding for this program will be based upon the percentage of students who make typical or better progress from the beginning of year (BOY) DIBELS composite score to the end of year (EOY) DIBELS composite score. The State Board goal is set at 47.83% of students making typical or better growth. These funds are used to pay salary and benefits for K-3 Classroom Teachers (0.5 FTE at two impacted schools) and Classroom Instructional staff assistants working in K-3 classrooms in the fourteen elementary schools. Beginning with 2016-2017, these funds will pay for the reading endorsement for two cohorts of teachers (through USU).
- **IDEA -B (Preschool and School Age):** Funding from this program supports the special education needs of students with disabilities and the development of programs to support them while meeting Federal and State regulations. IDEA is composed of six main elements that illuminate its main points. These six elements are: Individualized Education Program (IEP), Free and Appropriate Public Education (FAPE), Least Restrictive Environment (LRE), Appropriate Evaluation, Parent and Teacher Participation, and Procedural Safeguards. To go along with those six main elements there are also a few other important components that tie into IDEA: Confidentiality of Information, Transition Services, and Discipline.
- **Enhancement for At Risk:** A school district or charter school shall use money distributed under this section to improve the academic achievement of students who are at risk of academic failure. These funds are used to pay salary and benefits for Behavior Teacher Specialist, Elementary Teacher Specialist, 11.90 FTE elementary/secondary instructional coaches, assistant superintendent (.25 FTE), and district translator (.35 FTE). These funds also support PBIS implementation at each school.
- **Title IA:** Elementary and Secondary Education Act (ESEA) of 1965 reauthorized as No Child Left Behind (NCLB) in 2001. Utah has transitioned to ESEA Flexibility Guidelines. Guidance for transitioning to ESSA are still being developed from USBE.

ESSA Guidelines under Federal Funding (Title I)

- The Utah State Board of Education has defined its vision for the future of education in Utah. The document **Promises to Keep** clearly defines the priorities of Public Education in Utah and Utah's ESEA Flexibility Waiver is aligned with these principles:
 - Ensuring literacy and numeracy for all Utah children.
 - Providing high quality instruction for all Utah children.
 - Establishing curriculum with high standards and relevance for all Utah children.
 - Requiring effective assessment to inform high quality instruction and accountability.
 - Based on Utah Core Standards, Utah assessment philosophy, and Utah educator evaluation plan
 - Utah did not give up anything in the negotiation process with the US Department of Education
 - Utah retains complete control of its assessment, accountability and educator evaluation policy
 - Allows Utah to move forward with Utah priorities and lessen federal constraints
 - One accountability system (Utah Comprehensive Assessment System)
 - No AYP
 - College- and Career-Ready Expectations for All Students

- State-Developed Differentiated Recognition, Accountability, and Support
 - Supporting Effective Instruction and Leadership
 - Reducing Duplication and Unnecessary Burden
 - Adoption of the new Utah Core Standards for English language arts and mathematics
 - Adoption of a new comprehensive assessment system which will measure the full breadth and depth of the Utah Core Standards using computer based adaptive testing
 - Focused student performance outcomes targeted at ensuring all students are college, career, and citizenship ready
 - Different way of delivering instruction by the teachers and leaders who serve Utah’s students
 - Adoption of the WIDA English language proficiency standards to assist educators to ensure that instruction supports English language learners in the acquisition of English
- Utah Comprehensive Assessment System meets federal and state requirements:
 - Growth and proficiency
 - Focus on below proficient students
 - Meeting standards (proficiency) and improving academic achievement (growth) are BOTH valued
 - All schools, including those that serve traditionally low performing students, should have an opportunity to demonstrate success
 - The system should include strong incentives for schools to improve achievement for the lowest performing students
 - Growth expectations for below proficient students should be linked to attaining proficiency
 - Growth expectations for all students, including students above proficiency, should be appropriately challenging and meaningful
 - Clear and understandable to stakeholders

Goals of Title I:

- Help students to achieve academic success in Reading/Language Arts and Mathematics;
- Increase student performance in high poverty schools through school-wide reform;
- Build teacher capacity through quality professional development; and
- Enhance parents’ abilities to help their children succeed through quality parental involvement activities.
- District and Schools receive an allotted allocation to support students, parents, teachers, and district/school leaders with improving the academic achievement of all students. Ogden district allocates funding based on the Federal School Wide-Title I model. The allocation is formulated using the free/reduced percent and a WPU per student is calculated after set asides for the year are calculated. There are compliance stipulations to the funding. Each school must spend 1% of their allocation on parent involvement and 5% on professional development. The remaining school funds must be aligned to the school improvement plans created by school site teams. School funds are mainly used for instructional staff (teachers, counselors, and intervention staff), technology enhancements, teacher/staff improvement (additional PD), and instructional supplies. The district allocation is mainly used for administrative purposes, school interventions, turnaround initiatives (UVA sessions), and other professional development aligned to our improvement efforts. District portion is currently funding:

Title I Set Asides:

- Portion of School support team
- 2 to 4 intervention staff per Title I elementary schools (10 schools)
- Portion of Administrative Salaries (Misti, Sarah, Carrie)
- Teacher Specialists
- Secretarial
- Homeless Liaison
- Migrant Liaison
- District Translator
- District Technology Support for Title I schools
- Private School (St. Joseph’s)
- UVA professional development
- \$100,000 set aside for priority school that may not move out of status

Title IA Per Pupil Allocation Summary

School	Total Enrollment	F/R Enrollment	F/R %	FY16 WPU	FY16 Allocation	FY17 WPU	FY17 Allocation 3,750,777
Ben Lomond	1258	925	74%	\$268	\$247,900	\$320	\$296,000
Bonneville	560	509	91%	\$341	\$147,588	\$340	\$173,060
Dee	0	0	0%	\$295	\$ 119,952	\$0	\$0
Gramercy	441	382	87%	\$341	\$131,418	\$330	\$126,060
GWHS	146	136	93%	\$268	\$82,614	\$340	\$46,240
Heritage	639	512	86%	\$341	\$174,592	\$330	\$168,960
Highland	872	699	80%	\$268	\$265,188	\$330	\$230,670
Hillcrest	447	379	85%	\$341	\$130,881	\$330	\$125,070
Horace Mann	475	344	72%	\$341	\$117,3042	\$320	\$110,080
James Madison	596	596	100%	\$341	\$172,872	\$340	\$202,640
Lincoln	601	482	80%	\$341	\$156,9962	\$330	\$159,060

Mound Fort	739	656	89%	\$268	\$221,088	\$330	\$216,780
New Bridge	358	311	87%	\$0	\$0	\$330	\$102,630
Odyssey	603	576	96%	\$341	\$179,340	\$340	\$195,840
T.O. Smith	545	444	82%	\$341	\$159,348	\$330	\$146,520

- **Title IIA:** Title IIA-Improving Teacher Quality is a federal education program under the Elementary and Secondary Education Act (ESEA) of 1965 reauthorized as No Child Left Behind (NCLB) in 2001. The purpose of these funds is to increase the academic achievement of all students by helping schools and districts improve teacher and principal quality and ensure that all teachers are highly qualified. These funds are used for salary and benefits for a portion of elementary instructional coaches (4.8 FTE total at twelve elementary schools), district-wide and school-wide professional development, teacher retention and recruiting incentives, PRAXIS reimbursement, educational technology endorsement, and innovative sustainability project design and implementation.
- **Title IIIA:** Title III-A funds are to implement educational programs for language instruction that is based on scientific research and supplement resources for content area instructional programs. Local Education Agencies (LEAs) are responsible for meeting Annual Measurable Achievement Objectives (AMAOs) established for (English Language Learners (ELL) students, making Adequate Yearly Progress (AYP), and annually measuring the English proficiency of ELL by administering the State Board of Education approved WIDA Access Test for Title III end of year assessment.
 - **The purpose of Title III-A**
 - Ensure that English Language Learners (ELL) and/or immigrant students Kindergarten through 12th Grade attain English proficiency in cooperation with the Department of Education’s Office of English Language Acquisition
 - Meet the same challenging state academic standards that all children are expected to meet
 - Promote parent and community participation in bilingual/English as a Second Language (ESL) education programs for Limited English Proficient (LEP) children
 - Title IIIA is utilized for our ESL teacher endorsement program as well as targeted professional development. This ensures that our teachers are properly trained to meet the needs of our clientele.
- **Title I, Part C: Migrant Education:** “The term ‘migratory child’ means a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or migratory fisher, and who, in the preceding 36 months moved in order to obtain, or accompany such parent or spouse, in order to gain, temporary or seasonal employment in agricultural or fishing work” SEC. 1309 No Child Left Behind Act of 2001.
 - Migrant Education Program (MEP) funds support high quality education programs for migratory children and help ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards. MEP funds also ensure that migratory children not only are provided with appropriate education services (including supportive services) that address their special needs but also that such children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet. Federal funds are allocated by formula to SEAs, based on each state’s per pupil expenditure for education and counts of eligible migratory children, age 3 through 21, residing within the state.
 - The goal of the Migrant Education Program is to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a GED) that prepares them for responsible citizenship, further learning, and productive employment
 - Funds are utilized to provide district liaisons for the schools, additional tutoring for migrant students, supply needs for migrant students, and targeted case management.
- **Intergenerational Poverty Interventions:** Awarded **\$303,000** for Dee, James Madison, T.O. Smith, and Gramercy Elementary Schools, Mound Fort Junior High School; and for George Washington High School to implement extended learning opportunities in math, English language Arts, Science, STEM, enrichment, pro-social skills, and College and Career Readiness specifically designed to close the achievement gap for intergenerational poverty students (USBE, 2014 legislative funding).
- **21st Century Community Learning Center (CCLC):** Awarded **\$125,000** per year for three years with 75% funding in year four and 50% funding in year five for funds to implement extended learning opportunities in math, English language Arts, Science, STEM, enrichment, pro-social skills, and College and Career Readiness specifically designed to close the achievement gap for intergenerational poverty students at George Washington High School (includes contracting Boys & Girls Club for youth development). (USBE, federal flow-through)

Utah Consolidated Plan
Funding Comparison

Entitlement Funding Applications	2016	2017	Increase/Decrease	% of Change
Enhancement for Accelerated Students	\$53,579	\$54,156	\$577	1.08%
Title I-A	\$ 3,739,500	\$3,750,777	\$11,277	0.30%
Title II-A	\$ 619,258	\$600,831	\$(18,427)	-2.98%

Title III-A	\$ 213,720	\$212,649	\$(1,071)	-0.50%
Title III-A Immigrant	\$12,696	\$6,535	\$(6,161)	-48.53%
Title III-S	\$10,773	n/a	n/a	n/a
Reading Achievement	\$ 456,326	\$453,111	\$(3,215)	-0.70%
Early Intervention (OEK)	\$ 289,885	\$278,253	\$(11,632)	-4.01%
IDEA Preschool	\$85,595	\$88,211	\$2,616	3.06%
IDEA School Age	\$2,545,699	\$2,611,358	\$65,659	2.58%
Focus and Priority Schools, 1003(a)	\$ 200,000	n/a	n/a	n/a
Enhancement for At-Risk Students	\$ 1,177,511	\$1,210,805	\$33,294	2.83%
Title I-C Migrant	\$214,627	n/a	n/a	n/a
Title I-D Transition	n/a	\$45,334	n/a	n/a
Title I-D Academics	n/a	\$139,894	n/a	n/a
Competitive Funding Applications	2015	2016	Increase/ Decrease	% of Change
21st Century	\$125,000	\$125,000		n/a
Intergenerational Poverty Interventions	\$303,346	\$303,346		n/a

Mrs. Roberts noted that this report is due to Utah State Board of Education by November 1, 2016. The board was asked to approve this in the upcoming board meeting.

Credit Recovery. Sondra Jolovich-Motes, executive director of Secondary Schools, stated that the high school principals had met this past summer to work on Tier 1 interventions, with equity and high expectations for all students. The following credit recovery interventions are the result of that work:

Why Credit Recovery:

- Students receive another opportunity
- Teachers receive another opportunity to reteach
- Talking point-reset (team effort)
- Relationships with adults to meet needs
- Don’t always get it the first time (readiness)
- On track for graduation
- Sends a message that we are not going to give up on them or themselves
- Root cause of why not obtaining credit (talking points for Chat/PLC)
- LEARNING

Why is it important to have common credit recovery:

- Competency based not seat time based
- Students transition frequently
- Students should be able to continue the same learning or work despite location
- Prevent students trying to enroll at a school who offers “easier” credit recovery
- Equity and high expectations

<u>Prior to Failing:</u> <ul style="list-style-type: none">● Teacher should work with student to pass● Tutorial/Advisory● Use D & F report & HW completion to look at students with fidelity-admins consistently work w/teachers using this data● Look at F report during PLC to make action plans● Flex time/Advisory with content teachers to work on missing competencies● PLC planning for why students did not get-action plans● Check and goal setting with student● Weekly PLC to discuss at/Risk students● After school tutoring● Study Hall	<u>After grade has been posted:</u> <ul style="list-style-type: none">● Odysseyware (OHS & GWHS)● PLATO (BLHS)● Contract for credit● Flex time/Advisory to work on competencies not met● Granite packets for some situations● Take out of an elective and put in credit recovery class or double dosing● Meet with parents and students● Send to summer school● Content tutoring & Study Hall● Intentional PLC to identify reteaching● Odysseyware scholarships/contract with parent meeting--during the school day● PM School● I-s instead of Fs for a two week period
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<ul style="list-style-type: none">● Grade checks weekly during advisory/base camp● Send to teacher (failing) during advisory to work on missing work (some sites do this)● Counselors meet with students who have not brought up their grades after 2 weeks● Admins meet with students after 3 weeks of no increase● 9th grade task force/Counselors discuss and make plans for failing 9th graders-track progress● Lunch initiative to keep students in during lunch to make up grade (Highland)● Increasing Tier I instruction performance and effectiveness● Friday/weekly data meetings regarding student performance and intervention● Achievement Club <i>*GWHS & HJHS have not yet begun this intervention</i>	<p>to allow for make-up and also permit students with F's that are close same two week time period to change grade <i>*GAP Process</i></p> <ul style="list-style-type: none">● Academic team meetings (counselor/parents)● Academic track-only two core classes and math/reading basic class with AVID study skills teacher (Tier III-emergency plan) (GWHS)● After school tutoring● Aleks being used for credit recovery● Content teachers as much as possible manage all content tutoring
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She noted that our secondary teams, including counselors and teachers, are using the data to understand individual students and their needs. The goal is that all students will graduate and be ready for post-graduate work.

Public Hearing.

The Public Hearing for the changes in the board compensation policy opened at 6:45 p.m. Vice President Zundel turned the time over to the audience for comment.

Noting that there was no comment, the Public Hearing closed at 6:48 p.m.

President

Business Administrator

The Board of Education of Ogden City School District met in a regular session at 6:48 p.m. on Thursday, October 6, 2016, in the board room, located in the Administration Building at the District Education Service Center, 1950 Monroe Boulevard, Ogden, Utah.

The following members of the board were present when the meeting convened:

Jennifer Zundel	Vice President
Douglas B. Barker	Member
Don E. Belnap	Member
Susan Richards	Member
Shane B. Story	Member
Joyce Wilson	Member

Superintendent Sandy Coroles and Business Administrator Zane K. Woolstenhulme were also present. Board President Jeff N. Heiner was excused.

Administrative Appointment. Superintendent Coroles stated that with the resignation of Zac Williams in August, we needed to approve a new Public Information Officer. She introduced Jeremy (Jer) Bates, stating that Mr. Bates has over 10 years in Utah media along with several years in sales training and employee coaching. He is a graduate of Weber State University and has family ties to the Ogden area. She recommended approval by the board.

Motion made by Don E. Belnap to approve the appointment of Jeremy (Jer) Bates as the Public Information Officer. Seconded by Shane. Motion carried unanimously. Mr. Bates stated that he is

realizing very quickly how much work there is in this position. He is very excited for the challenge and opportunity and very grateful that he would be trusted with such a position because anything involving student’s lives is a very special responsibility.

Approval – First Reading of Board Policy Section 1.2 – Structure, Committees, and Compensation (revision). Mr. Woolstenhulme stated that now that we have held the public hearing concerning board compensation, it is time for the board to approve the first reading of the policy changes.

1.2.1 Board Compensation & Per Diem

1. Board members receive ~~\$3,720~~ \$4,800 per year (\$400 per month) as compensation for services.
2. Additionally, the board member assigned by the Board President to serve on the Legislative committee receives an additional \$100 per month compensation for services.
3. ~~Additionally, Board members are compensated for committee membership and reviewing responsibilities at a rate of \$60 per meeting.~~
4. The District covers the cost of health insurance to board members and their dependents as provided in the Affordable Care Act. Alternatively, for board members opting out of group health insurance coverage, \$2,400 per year will be deposited into a Health Reimbursement Account for board members who are participating in a qualified group health insurance plan, as required by law; or an additional taxable \$200 per month may be added to monthly board compensation. ~~Board members are offered health insurance coverage on the same basis as other employees.~~
5. Board members receive \$50,000 term life insurance

Motion made by Shane B. Story to accept the first reading of the board policy and seconded by Don E. Belnap. Motion carried unanimously.

Approval – Utah Consolidated Agreement (UCA) 2016-2017. A motion was made by Joyce Wilson to approve the Utah Consolidated Agreement (UCA) for the 2016-2017 school year. Seconded by Shane B. Story and carried unanimously.

The regular meeting adjourned at 6:55 p.m.

President

Business Administrator

The Board of Education of Ogden City School District reconvened in a work session at 7:08 p.m. on Thursday, October 6, 2016, in the board room, located in the Administration Building at the District Education Service Center, 1950 Monroe Boulevard, Ogden, Utah.

The following members of the board were present when the meeting convened:

Jennifer Zundel	Vice President
Douglas B. Barker	Member
Don E. Belnap	Member
Susan Richards	Member
Shane B. Story	Member
Joyce Wilson	Member

Superintendent Sandy Coroles and Business Administrator Zane K. Woolstenhulme were also present. Board President Jeff N. Heiner was excused.

Welcome by Vice President Zundel.

Capital Facilities Plan. Mr. Woolstenhulme updated the board on the bond sale, held this past week, which will refinance our debt. Our district was rated an Aa2 by Moody’s, which is the same rating we have held the past few years. Through this refinancing, we were able to save the district \$7.8 million, retiring over 14% of our debt.

At this time, the board reviewed the prior bond scenarios. Mrs. Zundel stated that she is concerned about the gym facility at Ben Lomond High School and felt that it cannot wait for another

bond in ten years, but questioned how it could be taken care of with this bond when there are so many other issues in schools. Mr. Belnap stated that we may want to look at retrofitting our schools with better security measures. Another school that will need to be discussed is George Washington High School and the possible partnering with the Ogden Weber Applied Technology College at the former Observation and Assessment (O & A), or placing on the Ben Lomond High campus.

Don E. Belnap was excused from the meeting at 7:44 p.m.

Mrs. Roberts addressed the issues at George Washington High and stated that even though the district put a lot of funding into improving the former elementary facility to bring it up to a high school standard, it still doesn't meet the needs. She likes the idea of a facility closer to the OWATC and suggested that the district and board decide on a vision for George Washington before proceeding further. We need to start looking at education differently for some students.

Mr. Story stated that he has a concern with scenario 3, funding a fourth junior high school. Why should we go with that scenario when we have so many needs in the elementary schools? He suggested that we could possibly add another wing onto Ben Lomond (BLHS) so that all of the outgoing 9th graders at Mound Fort could attend BLHS with the outgoing 9th graders from Highland Junior High. It would probably make BLHS a 4A class school for activities and athletics, but we would have a larger number of student body to draw from. He further stated that he does not want to see junior high schools with enrollments smaller than our elementary schools. The board needs to decide priorities in discussing the facility needs of our district – rebuild old buildings or prepare for future educational needs. Mr. Woolstenhulme stated that he would like to move forward with an RFP for an architect, who could help with the philosophical questions.

The work session adjourned at 8:18 p.m.

President

Business Administrator